DOCUMENT RESUME

ED 344 792 SO 020 373

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TITLE Business-School Cooperatives: Meeting Educational Needs. Bar/School Partnership Programs Series.
INSTITUTION American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS AGENCY Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE 87
CONTRACT S123A800028
NOTE 13p.; For related documents, see EJ 335 155, and SO 020 368-378.
AVAILABLE FROM American Bar Association, 750 N. Lake Shore Dr., Chicago, IL 60611 (Order No. 497-0006, $1.00).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Career Exploration; Citizenship Education; Class Activities; Community Resources; *Cooperative Programs; Curriculum Enrichment; Elementary Secondary Education; *Human Resources; Law Related Education; Learning Activities; *School Community Relationship; Social Studies
IDENTIFIERS American Bar Association; Site Visits

ABSTRACT

Business-school cooperatives are a potential solution to the need of students and educators to learn more about business, its functions in U.S. society, and the need of businesses to have a future workforce ready to face the challenges of an increasingly more complicated and highly technical work atmosphere. Such cooperatives, which are an extension of law-related education, aim, among other things to: (1) promote student awareness of the role of business in the community; (2) prepare young people to think critically about complex economic, legal, and ethical issues that affect the decision-making process; (3) introduce students to a variety of business environments and career opportunities; and (4) encourage cooperation among the business community and educators to improve the learning experience for young people. Guidelines for classroom visits are given for both teachers and resource people, and procedures are outlined for placing volunteer resource people in the classroom. Recommendations are made for setting up and conducting on-site visits, and a guide to site studies for students is included. Suggestions are given for planning a business issues and/or leadership conference. Sample documents are included (e.g., placement record, placement log, confirmation letters, leadership profile, and evaluation forms). (JB)

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Business-School Cooperatives: Meeting Educational Needs

BY ELENOR TAYLOR

American Bar Association
Special Committee on Youth Education for Citizenship

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Editor: Charles White
Designer: Harvey Retzloff
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This is the twelfth of a series of handbooks on bar/school partnerships produced by the American Bar Association's Special Committee on Youth Education for Citizenship, 750 N. Lake Shore Drive, Chicago, IL 60611, 312/988-5725.
This handbook is made possible by a grant from the Law-Related Education Office of the U.S. Department of Education, Grant Number S123 A800028. We express our gratitude to the Department for its support of this project to improve bar-school partnerships, of which the handbook series is a part.
Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the American Bar Association or the Department of Education.

Business-school cooperatives are potential solutions to increasingly important needs faced by society—the need of students and educators to learn more about business and its functions in our society, and the need of businesses to have a future workforce ready to face the challenges of an increasingly more complicated and high-tech work atmosphere. These needs are only addressed in a meaningful cooperative program. To make a program meaningful, organizers must take it beyond a financial partnership, in which monetary assistance is provided to a selected school by a particular company, to a sharing of the much more valuable resources of experience, expertise, and adult interaction with youth.

Such business-school cooperatives are an extension of a very successful program in citizenship education—law-related education (LRE). Results of a study funded by the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice evaluating the impact of law-related education on youth indicated that, when properly taught, LRE can help to reduce delinquent behavior. Quality LRE promotes knowledge gain, development of citizenship and participation skills, and improvement of attitudes toward the legal system, which are important factors in students staying involved in their own education rather than becoming disillusioned. Effective programs have six features in common:

1. Adequate preparation and use of outside resource persons;
2. Use of teaching strategies that foster true interaction and joint work among students (such as small group work);
3. Judicious selection and presentation of illustrative case materials;
4. Provision of sufficient quantity and quality of instruction (with integration of substance and methods into course work);
5. Availability and use by teachers of professional peer support (including training of teams of teachers, arrangement of classroom visits by a district administrator, or ongoing projects and follow-up sessions with local support projects); and
6. Active involvement of building administrators (who assist in providing classroom resources, facilitate field trips and the use of outside resource persons, and deal with concerns voiced by other teachers and members of the community).

Clearly, these six characteristics of effective LRE apply equally well to business-school cooperatives in citizenship and business-related education programs.

The most meaningful cooperative program and the most effective business-related education, therefore, would involve systematic exposure to business issues in the curriculum and ongoing interaction between members of the business community (resource persons) and the students involved. Each resource visit by a business person would necessarily involve students' review of introductory materials before the visit and follow-up materials after the visit. Effective follow-up

can occur in the classrooms and, preferably, also in an actual business environment.

A program that fosters an understanding of business decision-making, which greatly influences the economic and political structure of our society, prepares students to make reasoned judgments as members of the community. They will be able to think critically and make decisions about personal consumer concerns, obtaining credit, choice of careers, interviewing for employment, and issues of public policy. Thus, students who are introduced to business issues in their classrooms will not only be productive members of the economic community, but will also be informed and participating citizens, a goal of law-related education.

Goals

The goals of business-school cooperatives are:

- to promote student awareness of the role of business in the community;
- to prepare young people to think critically about complex economic, legal and ethical issues that affect the decision-making process;
- to introduce students to a variety of business environments and career opportunities;
- to provide resources to educators and foster effective teaching about complex economic and business issues;
- to encourage cooperation among the business community and educators to improve the learning experience for young people; and
- to improve the quality of the business workforce through more effective education of its future members.

Components

Components of an effective business-school cooperative program include:

- Classroom resource visits: visits by business resource persons to classrooms to interact with students in simulations and discussions on particular business issues, with review of introductory and follow-up materials by teachers.
- On-site visits: students receive a tour and overview of the business premises and operations in addition to information on related career opportunities.
- Site studies/internships: opportunities for individual students to be placed in a business setting or office, with direct "hands-on" work experience, observation of the business environment, and dialogue with employees of the host business.
- Business issues and/or leadership conferences: opportunities for large numbers of students to interact with adults from the business community to discuss business issues and the qualities necessary for leadership in the business community.

Sample 1: Resource Expert Interest Form

Name: _____

Date: _____

Company: _____

Position: _____

Address: _____

_____

Work Phone: _____

Home Phone: _____

I am interested in being a resource volunteer for the following subjects:

- ☐ Advertising
- ☐ American business in South Africa
- ☐ Business and government/law
- ☐ Business ethics/white collar crime
- ☐ Competition
- ☐ Consumer protection
- ☐ Credit business
- ☐ Energy issues (nuclear power, etc.)
- ☐ Environmental issues
- ☐ Fair employment practices
- ☐ Labor/management disputes
- ☐ Landlords/tenants
- ☐ Product safety
- ☐ Television and media
- ☐ Youth in the workplace

Business Issues in the Classroom: Resource Visits

The findings of the Justice Department study on LRE indicate that appropriate use of visitors in a classroom is more strongly associated with reductions in delinquency than any other classroom practice. Resource visits are similarly a vital component of an effective business-related education program. Classroom visits by business resource experts use the expertise of those most familiar with the problems of the business world – business people themselves. For a program component involving resource visits, it is beneficial to have available an organized placement service with a coordinator who schedules business resource experts' visits. The coordinator might be a staff member of a community organization. S/he might be on the staff of an educational organization (such as the Constitutional Rights Foundation). Some larger companies have departments of educational services and/or speakers' bureaus with coordinators who contact business persons within their own company to fill requests from schools. Coordination of a business issues program in your own community should be based on the resources available. It saves time in the long run to investigate whether any types of placement services are already established locally before organizing one yourself.

An effective program of classroom resource visits might involve an orientation and training of both teachers and

Sample 2a: Placement Record

Today's Date: _____
Date of Visit: _____
Number of Students in Class: _____
Teacher: _____
Subject: _____
Grade: _____
Telephone: _____
Best Time to Reach Teacher: _____
School: _____
Name: _____
Address: _____
City and Zip Code: _____
Lesson Desired: _____
Time Schedule:
Period 1 _____
Period 2 _____
Period 3 _____
Period 4 _____
Period 5 _____
Period 6 _____
Special: _____
_____
_____

Resource Person Placed:
Name: _____
Company: _____
Address: _____
Telephone: _____
Follow-up:
Date Confirmation Letters Sent: _____
Teacher Evaluation Received (Date): _____
Resource Person Evaluation Received Date: _____
Comments and/or Follow-ups: _____
_____
_____

resource experts. Experts visiting classrooms are usually involved in leading discussions, role plays, simulations, debriefing activities, relating materials to actual situations and acting as role models for students. An orientation or training session would model the use of innovative teaching strategies, including peer teaching and small group discussion, simulations and role playing. At the orientation session, it would be beneficial to distribute some guidelines for participating teachers and business resource experts.

Guidelines for a Classroom Visit (For Teachers)

To make a resource presentation as meaningful and as valuable as possible the process requires planning (including arranging for any special materials and equipment) and effective follow-up.

Planning:

- To the extent possible, involve students in planning for the resource presentation.
- Clearly identify the goals and objectives of the resource presentation.

Briefing the resource person:

- Explain the topic to be discussed, and indicate goals and objectives and any additional information including the context of presentation (introductory materials discussed and where this presentation fits into the lesson/curriculum).
- Describe the students, including the number who will be present, their age and achievement level.
- Discuss the location of and the approximate length of time available for the presentation.

Preparing for the resource expert's visit:

- Discuss purpose of visit with class and give them basic information about the resource person.
- Discuss introductory materials with class.
- Prepare questions.

Follow-up:

- Debrief activities during resource visit.
- Have students report on and evaluate visit.
- Arrange an on-site visit, if possible.

Sample 2b: Placement Log

OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSG
Resource Person: _____
OK NO CB MSK
Resource Person: _____
_____

Guidelines for a Classroom Visit (For Resource Experts)

Hints for working with students:

- Speak in layperson's terms.
- Use facts and information relevant to students.
- Be relaxed and friendly.
- Encourage student participation.
- Don't lecture.
- Be yourself. Incorporate personal experiences and reflections.
- If you don't know the answer, admit it.

Ways to participate in the classroom:

- Critique a role-playing simulation.
- Participate in a discussion.
- Participate in or moderate a panel discussion or debate.
- Serve as a resource expert on business issues that may arise during class discussion.

Ways to involve students in on-site visits:

- Provide questions or issues involving young people related to the work of the business.
- Give students hypothetical or actual business situations and let them decide how to handle them.
- In place of or in addition to a tour, students may be paired off and "shadow" one of your personnel through a normal day.
- Provide time at the end of the visit for a debriefing of the day's activities.

Sample 3: Confirmation Letter to Resource Person

Dear _____ :

Thank you for agreeing to participate in our business-school cooperative program. Pursuant to our telephone conversation, the following arrangements have been made:

Teacher:
School:
Address:
Date:
Time:
Topic:

The teacher will contact you soon to provide directions, parking instructions, a place to meet, and any other relevant information. Please contact the teacher if any further questions arise afterwards.

After the classroom visit, please return the enclosed evaluation as it is of value to us in maintaining a quality program.

If I can be of any further assistance, please do not hesitate to call.

Sincerely,

Placement Coordinator
Encl.

Arranging for a Classroom Visit by a Business Professional (For Teachers)

In some communities, a classroom visit by a professional can be arranged through a placement service of a community organization, business, or educational organization. If a placement service is not available, a teacher can certainly make his/her own arrangements by following these steps:

1. Define the topic or issue to be addressed during the resource visit.
2. Identify your available pool of business resource experts. (Are there local businesses involved in this issue? Are there fellow teachers, members of the school board, administrators with contacts in the particular area? Are any parents potential resource experts?) Make a list of phone numbers.
3. Identify a target date for the visit and the amount of time required (e.g., how many class periods do you want the resource expert to visit?).
4. Begin calling potential resource people, keeping a record of your calls, until one of them agrees to do the placement. See placement service procedure (for placement coordinators). Identify yourself, your school, topic, date, time, and subject taught in the class(es) being visited. Find out if any special equipment or materials will be needed.
5. Once a resource person has agreed to visit your class, send him/her written confirmation of the visit and include any pertinent information (parking information, where to meet, special characteristics of the class, etc.).
6. Call the resource person a day or two before his/her visit to confirm and answer any questions s/he might have.
7. Notify your school administration that you will be having a visitor.
8. Follow the guidelines for a classroom visit (for teachers) to prepare for and do follow-up to the visit. Have an alternate plan in case the resource person is late or must cancel. While the resource expert is visiting your classroom, stay with him/her. (Most business professionals are not trained teachers, and even one who is properly briefed by a teacher and prepared to use effective teaching strategies will expect the presence and assistance of the teacher.)
9. After the resource visit, send the resource person a thank you letter. (You might even want to send a copy of the letter to his/her supervisor.)

If a resource placement service is available, a teacher should call the placement coordinator in his/her community at least two weeks (earlier if possible) before s/he would like a resource person to visit their classroom and be prepared to specify the desired date, lesson or topic, time and any other pertinent information. It is the placement coordinator's function to locate a business volunteer with expertise in that topic who is available at that time and location. The coordinator then notifies the teacher and volunteer of the

placement by phone and written confirmation. The teacher must then confirm the placement by contacting the resource volunteer directly, explaining the specific needs of the class (as explained in the above checklist for teachers).

Placement Service Procedure (For Placement Coordinators)

1. Identify your available pool of business resource experts. Distribute to potential volunteers resource expert interest forms (Sample 1) on which volunteers record pertinent information about their expertise and interests. Resource expert interest forms should be kept in a central file. The information should also be transferred to a file (card or computer) where they are indexed and cross-indexed according to expertise.
2. When a teacher calls in a request for a speaker to visit his/her class, record the information on a marketing sheet (Sample 2a). It is very important that you ask the teacher for a "specific date"– it can lead to added phone calls trying to arrange a date convenient to both the teacher and the resource person.
3. Once the request has been made and the marketing sheet is complete with the appropriate information, begin to look in the central file for a resource person for the class. In deciding whether a resource person can do a particular placement, you must ascertain that: (1) the school is in a geographical location in which a resource person has indicated s/he is willing to go, and (2) the topic to be addressed is in the field of expertise of the resource person.
4. Record the potential resource volunteers on the back of the Marketing Sheet. You should record several "potentials" and then begin calling the people.

   Calls should be recorded on a phone log sheet (Sample 2b). This procedure is especially important for program consistency if more than one person will be coordinating placements.
5. Begin calling the "potentials" until one of them agrees to do the placement.

   Sample Script (when asking a resource person to go to a class for a placement): "Hello, Mr/s. (name of person). I am calling from (organization). Would you be able to go speak at (school) about (topic) on (date). The teacher has requested someone to speak in his/her class between (starting time) and (ending time).

   "Oh, you can? That's great. The teacher's name is (name of teacher) and I'll have him/her call you within the next day or so. S/he'll confirm the location and tell you a little more about the class. If you have any questions, feel free to ask him/her. Do you need any materials?

   "I'll send the confirmation letters this evening. The rest of the information such as the exact address, etc. will be included in the letter. Thanks again for all of your help."

   This is only a sample script; adapt the procedure to your own personal style. Because this is an individual call each time you make it, it will change according to each person and the circumstances surrounding the request.

   It may be necessary to go through the files again and look for additional "potentials."
6. Once a resource person has agreed to go to that class (on the specific date to speak about the topic requested), call the teacher and give him/her the resource person's name and phone number. This is done so that, while the placement coordinator is writing confirmation letters, the teacher can call the resource person and confirm orally. It is *essential* that a teacher call the resource person to confirm and discuss the placement. This one call by the teacher shows that there is some commitment to preparing the class for a resource person's visit. Once a person has accepted the placement assignment, information should be completed in the appropriate areas on marketing sheet.
7. Confirmation letters are mailed to the resource person (Sample 3) and to the teacher (Sample 4). Also enclosed is an appropriate evaluation form (Samples 5 and 6) that they are requested to return to the placement coordinator after the visit. Any information that either person needs for the placement is included with the confirmation letter and evaluation form.

Sample 4: Confirmation Letter to Teacher

Dear _____ :

At your request we have arranged for a resource person to visit your class

Resource Person:
Company:
Address:
Telephone:
Date:
Time:
Topic:

It is important that you call this person as soon as possible to explain directions to the school, parking facilities, and where to meet either you or one of your students. All special information or requests need to be communicated in advance. If the resource person does not hear from you, the appointment may be cancelled.

It is essential that you prepare your students in advance on the subject to be discussed. The business person will be in your classroom for only one lesson, and for the discussion to be as effective as possible, students need to be focused on the issue.

After the classroom visit, please send a "Thank You" letter to the resource person and return the enclosed evaluation to this office. This is of great help to us in maintaining a quality program.

If you need any further assistance, please do not hesitate to call.

Sincerely,

Placement Coordinator
Encl.

Sample 5: Resource Person Evaluation

Business Person _____
Firm: _____
Teacher: _____
School: _____
Date of visit: _____
Topic: _____

1. Did the teacher contact you in sufficient time to complete arrangement for your visit?
   Yes _____ No _____
2. What kinds of preparation did you make prior to your classroom visit?
   _____
   _____
   How much time did it take? _____
3. Please rate class readiness for your visit.
   ___ Excellent ___ Good ___ Average ___ Poor
4. How could students have been better prepared?
   _____
5. What issues relating to ethics and values did the students bring up?
   _____
   _____
6. Was this a positive experience for you?
   _____ Yes _____ No
   Explain: _____
7. Do you know of another business person who may be interested in participating in the program?
   Name: _____
   Phone: _____
   Address: _____
   Occupation: _____
8. Comments/suggestions: _____
   _____

Sample 6: Teacher Evaluation

Focus/Topic: _____
Resource Person: _____
Company: _____
Position: _____
School: _____
Teacher: _____
Subject: _____
Number of students: _____ Grade level: _____
Class profile _____

1. Students' reaction to resource person:
   ___ Excellent ___ Good ___ Average ___ Poor
2. Resource person's ability to gain and maintain student interest and participation:
   ___ Excellent ___ Good ___ Average ___ Poor
3. Resource person's ability to communicate factual material to students:
   ___ Excellent ___ Good ___ Average ___ Poor
4. Activities used:
   _____
   _____
5. What preparations did you make before the resource expert's visit?
   _____
6. Would you use a resource person again?
   _____ Yes _____ No
   If yes, in what capacity? _____
   If no, why not? _____
7. Comments/suggestions: _____
   _____
   _____
   _____
   _____
   _____

On-Site Visits

A class field trip to the business location of a resource person who has visited the classroom provides an effective follow-up opportunity. The key to a successful on-site visit is to involve the young people in the work of the business they are visiting. Discussion of youth employment issues is a suggested approach. Simulating a particular business situation allowing students to role play on site gives them a sense of "real life" business issues. A class may receive a group tour of the site but, if enough personnel are available, smaller groups of two or three students with an employee or even pairing one student with one employee for a tour or a "view" of a normal work day can be a special learning experience for both students and adults.

Another vital element of an on-site visit is debriefing. Time should be set aside at the end of the visit to discuss any questions students might have and to tie together the activities of the day in such a way that students understand the "whys" of the business as well as the "hows."

Site Studies/Internships

Site studies can be a valuable learning experience. Students have opportunities to learn first-hand the ins and outs of organizations from professionals. Site studies also give them the chance to experiment with different career paths. Site studies can be arranged by students themselves, by school counselors, by educational services departments of larger companies, or by the same community organizations that might be sponsoring a resource placement service.

Site studies are usually done in summer months and range from one week to several weeks in length. Some internships, however, can last through several summer months or can be arranged for after-school hours during a school term. (Some schools even offer the opportunity to do internships or site studies during school hours for credit.) Regardless of the length or time of year, the effective site study experiences should include the following:

Direct Work Experience: Every student should have a "hands-on" assignment for a portion of the visit. This will

vary from placement to placement. Many placements divide the student's time in several departments. This will acquaint the student with a variety of operations, and enable him/her to gain a sense of how departments support each other.

Shadow Study: The closest to walking inside a person's shoes would be walking in his or her shadow. A shadow study is intended to provide insight into the workings of the site from the perspective of the person being followed. This time can be a blending of orientation to the workplace, observation, and dialogue—a chance for the students to ask questions for clarification and information. Asking the students questions can assist them in thinking through the operations and the process at work.

Interviewing: The students will be prepared to meet and interview employees of an organization who have varied responsibilities. By conducting three to five interviews, the young people will be able to better understand the interdependence of an organization and the importance of every position (see Sample 7). Students should make daily entries in a journal recording their activities and interviews (Sample 8).

Evaluation: Evaluations should be completed by the host company of the site study (Sample 9) and the student having the site study experience (Sample 10).

Sample 7: Interview Preparations

What can you find about a person during an interview? What will put both the interviewer and the person being interviewed at ease? How do you uncover a person's values or thoughts about developing leadership skills? What questions get right to the heart of what you want to know? These questions are just a few for you to consider as you prepare for the interview session. This worksheet is for you to gather your ideas, questions and plans for organizing the interview.

Education: _____

_____

_____

Profession: _____

_____

_____

Personal Interests: _____

_____

_____

People You've Admired: _____

_____

_____

Thoughts on Leadership: _____

_____

_____

The Unexpected: _____

_____

_____

Plans for Conducting the Interview: _____

_____

_____

Sample 8: Daily Journal

Name: _____ Date: _____

Arrival Time: _____

Morning Activities: _____

_____

_____

Afternoon Activities: _____

_____

_____

Observations: _____

_____

_____

Personal Response: _____

_____

_____

Departure Time: _____

A Guide to Site Studies (For Students)

To maximize your productivity, observe the following suggestions prior to and during your placement:

1. Clarify your purpose and your goals. Consider what type of activities you want to be involved in and what you would like to learn. Be specific and practical. Let the people you are working with know about your purpose and expectations. Usually they are happy to assist.
2. Contact your on-site sponsor before your site study begins.

   Telephone your sponsor at least one week prior to beginning your placement. Whenever possible, inquire if it is possible to meet before the first day of your internship for a basic orientation to the site. Since your stay may be brief, this familiarization can save time when your site study begins.
3. Arrive prepared.

   Learn what you can about your placement site prior to arrival. In many cases you will receive a packet of written background material to review. Go over this information carefully. Use it to formulate questions and to familiarize yourself with the general operations.
4. Clearly understand what your responsibilities are.

   When you arrive at your site, you will, in most cases, be oriented to the job and facilities. Pay very close attention to what you see and hear. If you are confused or would like more information, ask questions. Make sure you clearly understand what you are to do, what you need to complete the task, and who is involved. This will help reduce problems that may result from misunderstandings.
5. Be open to all aspects of the study.

   There is a great deal to learn at your site, and not all of it will be exciting or challenging. At times, you may be involved in a task that is routine or confusing. Do it with an open mind. Think about the task. Look at what

Sample 9: Site Study Sponsor Evaluation Summary

Sponsor _____

Student _____

Site _____

Dates of Site Study _____

In order to improve our program, we would appreciate your response to these questions. Please complete one form per student. Responses remain confidential.

Please rate the information packets:

very useful _____ not useful

Comments:

_____

_____

Did the student contact you prior to site study?

Yes _____ No _____

How many days of the site study did the student complete? _____

Was the student punctual in his/her attendance?

Yes _____ No _____

Did the student complete his/her responsibilities such as following through on assignments?

Yes _____ No _____

Would you recommend the site study to be:

longer _____ ; shorter _____ ; same length _____

Comments:

_____

_____

Did the site study include experiences in the following categories?

Direct Work Experience: Yes _____ No _____

Example:

_____

_____

Shadow Study: Yes _____ No_____

Example:

_____

_____

Interviews: Yes _____ No _____

Example:

_____

_____

Were there specific ways in which the student seemed well prepared for the site study?

_____

_____

_____

What recommendations would you make for preparing future students?

_____

_____

_____

Did your site benefit from participating in the program? Please explain.

_____

_____

_____

_____

Additional comments _____

_____

_____

_____

On behalf of the _____(organization)_____ and the _____(school)_____ students, our thanks for your participation and commitment to the education of our young people. We welcome your involvement in future programs. Please indicate your interest and we will keep you informed.

Also, if your site prepared memos or other information that appeared in in-house publications about the program, we would appreciate a copy.

Thank you again! Please mail this to:

(name) _____

(address) _____

you can learn about yourself and about the job. What does this task contribute to the total scheme of the organization? Being open to the entire job allows you to get maximum benefit from the experience.

6. Ask questions.

   The people you are working with have no idea what you need or want to know. Be sure to ask questions in related areas when you need clarification or information or even because you are curious! Remember, asking questions does not show ignorance; asking questions does show an inquiring mind.

7. Meet your responsibilities professionally.

   Conduct yourself in a professional manner at all times. Follow the rules, policies and procedures established by the organization. Remember to be on time. . .don't keep people waiting or be late for work.

8. Keep a daily journal.

   Your site studies are sure to be new and exciting. You will have the opportunity to learn new experiences, to meet new people, and to participate in new activities. By maintaining a journal, the experiences, knowledge and insights are recorded for future reference and evaluation. Making daily entries keeps the information fresh in your mind.

9. Have fun!

   Remember that your site sponsor volunteered to have you involved at the site. This is their chance to get to know and work with you. So, have fun with the surroundings, people and experiences.

10. After the site study is over, complete your evaluation.

11. It is an appropriate gesture to express your thanks to your sponsor in writing.

Sample 10: Student Site Study Evaluation

Name _____

Place of Site Study _____ Dates _____

On-Site Sponsor _____

- What kind of business, organization or agency is this site? _____
  Did you accomplish the personal leadership goals you set for this site study? Yes_____ No _____
- Please rank according to your experience:
  Very valuable _____ Not valuable
- Did you have experience that would fit the following categories:
  Direct Work _____ Yes _____ No;
  Shadow Study _____ Yes _____ No;
  Interviews _____ Yes _____ No
  # of interviews completed: _____
- What experiences stand out as highlights? Please be specific.

  _____

  _____

  _____
- How did you feel at this site? Did you feel differently at the end of the site study than you did when you first arrived?

  _____

  _____

  _____

  _____

Share any additional information about your site study experience, including recommendations for making the program better.

_____

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- Please mail this form at the conclusion of your site study to:
  (name) _____
  (address) _____
  You can include copies of your daily journal sheets, expenditures and interview forms. Thank you!

Business Issues and/or Leadership Conferences

Conferences provide the opportunity for large numbers of students to interact with business resource persons and learn about several topics within the area of business issues. A conference can be designed to follow one of several different formats.

A conference might involve several schools in a county or district, one school, or one grade level at a school, or an even more strictly defined group (e.g., seniors taking Economics courses). Group size will, of course, determine the conference location (a campus or alternative site). Scheduling options include a full day, half day, two class periods, or any other flexible scheduling.

A conference coordinator would contact individual resource persons and make arrangements for facilities, etc. For full day conferences, arrangements might include refreshments and lunch. The coordinator would also develop the agenda. The program for such an event might include a general session (optional) with a keynote address and two or three workshop sessions during which students have an

Sample 11: Sample Business Issues/Leadership Conference Timeline

- Develop conference theme and draft agenda
- Select facilities (services and food if applicable)
- Develop list of potential keynote speakers (if applicable) and business resource persons
- Draft and send letter of invitation to schools (if county or district conference) and to business resource persons
- Contact potential keynote speakers (if applicable)
- Follow-up calls to schools (if applicable) and business resource persons
- Develop agenda
- Deadline for conference registration
- Prepare press releases
- Design program for conference
- Draft and send informational letter to conference participants
- Confirm keynote speaker (if applicable) and participant numbers
- Confirm location and food services (if applicable)
- Alert media
- Prepare and print evaluations for participants
- Print programs
- Prepare necessary materials for participants
  Conference
- Prepare conference report (with statistics and summary of evaluations)
- Send "thank yous" to keynote speaker (if applicable) and resource persons
- Mail any follow-up materials (including conference report) to schools (if applicable) and resource persons

Sample 12: Leadership Profile (students use to interview business persons)

_____

name

_____

position/organization

Who or what in your youth had the greatest influence on what you are doing today?

_____

_____

_____

_____

When did you decide what you "wanted to be"?

_____

_____

_____

_____

As a student, were you active in student government or in your community? Are you active in your community today?

_____

_____

_____

_____

Who inspired you most in life? Who had the greatest influence on your educational choices? How?

_____

_____

_____

_____

How did you prepare for work in your present field? What parts of your education were most important/least important?

_____

_____

_____

_____

_____

What difficulties did you face in pursuing your education?

_____

_____

_____

_____

_____

What role have parents, relatives or personal acquaintances played in the development of your career? Did luck play any part? Did you have a key person, or mentor? Who?

_____

_____

_____

_____

_____

What leadership skills do you consider to be most important? Why?

_____

_____

_____

_____

_____

opportunity to hear presentations on particular business issues and to interact with the presenters. For approximately 250 students, required adult participation would probably be 8 teachers or supervisors and 8 business persons, enabling the students to attend workshops in groups of approximately 30. Teachers would assist each business person in leading workshops. Such a conference might be organized using a company's speakers bureau as a source of business volunteers. Thus, a teacher or counselor at a school might be able to arrange for most of the adult participation with a few phone calls.

Leadership conferences involve a more complicated organizational process because the goal is to match each business person with one or two students during the event to provide for maximum interaction. This obviously involves more business volunteers and probably will require more phone calls, more time, and more than one business (unless a very large company is willing to release many of its employees for the day). To organize a leadership conference, a coordinator should not try to do all the contacting him/herself but should seek the assistance of local groups. Contacting service clubs, such as the local Rotary Club, and professional organizations and asking a contact person there to enlist its members will save much time and energy. (See Sample 11, Conference Timeline.)

When the organization of a leadership conference culminates in the actual event, there should be an opportunity early in the day for the participants to interview each other (see Samples 12 and 13). Interviewing allows for participants to feel more comfortable with their partner at the conference and to get to know what motivates him/her. After participants have become acquainted, they should be presented with business situations or ethical dilemmas to discuss. This process of discussion will provide students with valuable insight into business decision-making and the role of business in community leadership. Business volunteers will learn just as much, if not more, from the young people. It is usually a refreshing and memorable event for the adults involved because they receive a valuable learning experience in addition to making a contribution to the educational process.

Elenor Taylor is Director of Business and Legal Issues Programs at the Constitutional Rights Foundation in Los Angeles.

Sample 13: Personal Profile (business persons use to interview students)

name

school/school district

What are your main interests?

Do you think much about your future, what you plan "to be," or what you might be doing in the next ten years?

Are you active in student organizations in high school or in your community?

Is there a person in your life who exerts influence over the decisions you make regarding your present and future activities?

What subjects interest you most in school?

Is there someone you model your education around?

What would you change about the educational system that you are involved in?

Do you feel that you understand how business and governmental organizations are structured and how they actually function?

Who do you admire, and why?

Do you have an important role model?